

# TPE Communication Bulletin #32: July 28, 2015

## Office of Teacher and Principal Evaluation



**Dave Volrath:** Planning and Development

**Tom DeHart:** Aspiring & Promising Principals

**Liz Neal:** Institutes of Higher Education

**Ilene Swirnow:** Professional Development; Executive Officers and Principals

**Joe Freed:** Professional Development; Teachers and Principals

**Frank Stetson:** Professional Development; Teachers and Principals

**Ben Feldman:** Technical Assistance

**Laura Motel:** Communications

**Teri Windley:** Administrative Assistance

## Highlights: 2015-16 OTPE Services Plan, ESEA, Equity Plan, Research Plan, Decision Points, Focus on Principals

*TPE Communication Bulletin #32 represents the final informational bulletin associated with five years of Maryland's Race To the Top Grant. A Special Reflective Edition will be published in early August. MSDE and the Office of Teacher and Principal Evaluation (OTPE) will undergo significant programmatic and fiscal changes as we transition to sustainable structures at the Department. The OTPE would like to thank Ilene Swirnow, Ben Feldman, and Frank Stetson for their leadership, service, and commitment to the work of TPE during this time. Their unwavering focus on the priority development of teachers and principals, their constant sensitivity to LEA and stakeholder interests, and their deep commitment to positive and productive team dynamics were major contributing factors to any success that Maryland was able to generate. In each of the last three years, the OTPE has generated Decision Points necessary to the continuation of work in the subsequent year. Maryland now exits this cycle of reform with three decisions points required to conduct the work of School Year (SY) 2015-16.*

1. *The continued building of statewide evaluation capacity through the construction and delivery of high-quality, coordinated, and inclusive professional development on:*
  - ✓ *Refining the application of Student Learning Objectives (SLOs) in evaluation*
  - ✓ *Elevating the evaluation proficiencies of principals and principal supervisors*
  - ✓ *Refocusing on the evaluative elements of professional practice with particular attention to instructional planning, delivery, and assessment*
2. *The construction of the methodology and means for conducting the analysis of two years of evaluation data*
3. *The determination of the next generation role of Teacher and Principal Evaluation in Maryland*

### *The integration of Teacher and Principal Evaluation with MSDE organizational and technological structures*

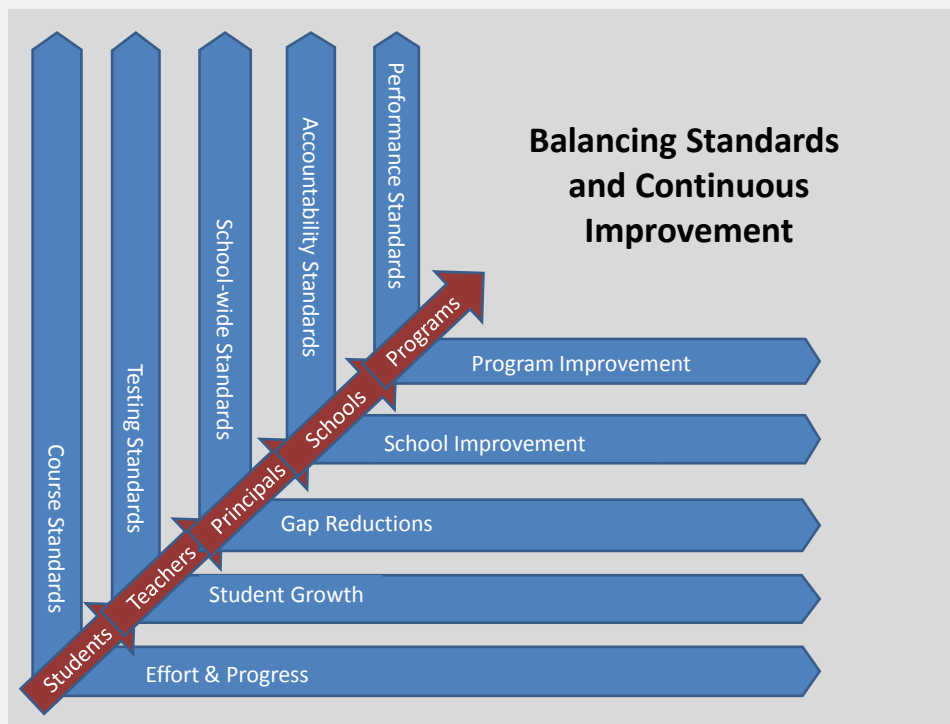
#### **Exiting Race to the Top (RTTT), Addressing Decision Points, and Building Sustainability**

As we exit RTTT, there are many accomplishments that Maryland can recognize associated with the work we have conducted around Teacher and Principal Evaluation (TPE). From the theoretical perspective we have demonstrated that we can measure student growth, that we can attribute student growth to the work of the teacher and the principal, and that we do this in a manner that is fair to each educator. From a practical perspective, we have demonstrated that LEAs can construct local evaluation models within an agreed upon state framework, that we can determine effectiveness ratings for teachers and principals, and that we, as educational partners, can reach a common ground in committing to execute the work of TPE. From an accountability perspective, we have learned to accept transparency as a validation of our progress rather than a threat to our personal beliefs and essential to creating authentic stakeholder support. Most significantly, we have remained true to the belief that the purpose of evaluation is to drive the professional development that improves the instructional craft of teachers and the leadership skills of principals.

The collective audience of the LEA Sphere Convenings, the Promising Principals Academy convenings, and meetings with Institutes of Higher Education (IHEs) offers the greatest potential for advancing the professional development associated with Student Learning Objectives (SLOs), evaluator proficiencies, and professional practice. This coordinated approach elevates the likelihood of common pedagogies, common strategies, and common outcomes at multiple levels of accountability. It will also drive the next generation of work, which identifies and links professional development resources to the needs of the teacher, the principal, and the school.

Most notable, as we look at this work in its entirety, is the recognition that TPE must progress from singular attention to either teacher or principal evaluation to encompass and align the continuous improvement of students, teachers, principals, schools, and teacher/principal preparation programs. It is only by a concurrent and coordinated strategy that we can hope to continuously elevate the landscape of public education. Herein lies the future for Teacher and Principal Evaluation within the greater context of the continuous improvement of systems.

The following graphic attempts to depict the balance that must be accomplished to accurately evaluate the continuous improvement of students, teachers, principals, schools, and programs. It brings equal consideration to achievement of accepted standards and growth over time. Overlaying the graphic are those intervention and professional development strategies necessary to promoting the continuous improvement of each. It is this collective approach that holds the greatest promise for elevating the next generation of learners and leaders, and it will define the next chapter of our work.



### **Annual Memorandum of Understanding Review**

On June 25, 2015, representative signees of the 2014 Memorandum of Understanding (MOU) on SLOs met to discuss the effectiveness and status of the agreement following its initial year of implementation. From inception, the MOU was intended to serve as a living document with an actionable purpose. During the two-year transition from the MSA to PARCC assessments, the MOU's focus provides an opportunity to explore the potential for SLOs as an alternate student growth measure that can forward the improvement of teachers and principals through professional development that is aligned with student and school performance needs. In SY 2014-15, the MOU was used to forge stronger partnerships with representative educational groups.

The signees concurred that there was much yet to be accomplished and that LEAs remained at different points of implementation and commitment. With this understanding, the MOU signees agreed that the MOU should remain in force for a second year and offer the following recommendations for SY 2015-16.

- ✓ LEAs have flexibility to accomplish local professional development with consideration of local parameters while assuring fidelity implementation
- ✓ All stakeholders should continue efforts to promote SLOs that are teacher constructed in collaboration with principals
- ✓ MSDE and LEAs should continue to explore methods for reducing evaluation time and documentation
- ✓ All stakeholders should further define the measureable and obtainable elements of SLOs
- ✓ MSDE should identify and showcase best practices including SLO coaches (Anne Arundel County Public Schools), information management (Charles County Public Schools), and similar promising approaches
- ✓ MSDE should review SLOs and maintain a repository of SLO quality indicators at MSDE
- ✓ The OTPE should maintain LEA team-oriented professional development, including the participation of representative groups
- ✓ The OTPE should proceed with planned professional development on
  - Refining SLOs
  - Improving evaluator proficiencies
  - Revisiting elements of Professional Practice
- ✓ LEAs should empower state TPE professional development teams to participate in the planning and delivery of local professional development
- ✓ LEAs should provide evidence of commitment and action planning to teachers and principals in response the statewide professional development for TPE teams
- ✓ All stakeholders should embrace an authentic collaboration between principals and teachers that is fundamental to generating quality conversations in response to evaluation and lead to purposeful

- professional growth
- ✓ LEAs should demonstrate how professional development expectations are communicated and how they will find their way to schools, principals, and teachers.
- ✓ The MOU signee representatives will continue to monitor the fidelity of State and local professional development
- ✓ All stakeholders will support a balance and an alignment between the autonomy of teacher ownership of SLOs and joint interests of schools or LEAs
- ✓ All stakeholders will assure the progress of SLOs in TPE

It was the signees' belief that honoring the existing knowledge and talent of Maryland's educators with increased coordination of professional development at the local level held the greatest potential for continuing individual district and collective statewide progress in SY 2015-16.

Beyond the annual review, the future role of the MOU and its signees was also discussed. It was recognized that the original conversations, which centered exclusively on Teacher and Principal Evaluation, were migrating towards a great dialogue focused on the synergies of continuous improvement for students, educators, schools, and preparation programs and that it is only through this collective improvement that the landscape of education can be increasingly elevated. To this end, the MOU signees agreed to participate in a greater conversation in August with select invitees to consider how this next chapter of education might emerge as evaluation models mature and as the current MOU expires. Feedback from the August 2015 meeting will be provided in OTPE Bulletin #34.

Read the 2014 MOU here: [http://marylandpublicschools.org/press/2013Press/MOU\\_on\\_TPE\\_062714.pdf](http://marylandpublicschools.org/press/2013Press/MOU_on_TPE_062714.pdf)

### **Elementary and Secondary Education Act (ESEA): Renewal or Reauthorization**

The U.S. Senate passed the *Every Child Achieves Act* (S. 1177) when they returned to D.C. in July 2015. Work will resume after the August Congressional break to try to resolve remaining differences with the House's *Student Success Act* (H.R. 5). It is possible that a new ESEA could go to the President in early fall. Simultaneously, Maryland's Waiver Renewal application was approved by the U.S. Department of Education (USDE) for three years on July 23, 2015. The State should be well-positioned to proceed with flexibility as the reauthorization of ESEA moves through the federal legislative process. The OTPE will be paying close attention to this legislation and responding to its potential impact on educator effectiveness.

Read Maryland's ESEA Flexibility Request here:

[http://www.marylandpublicschools.org/MSDE/programs/esea\\_flex/docs/Maryland-ESEA-Renewal-Request-033115.pdf](http://www.marylandpublicschools.org/MSDE/programs/esea_flex/docs/Maryland-ESEA-Renewal-Request-033115.pdf)

### **Equity Plan**

Maryland's Equity Plan continues to progress through USDE with minimal questions. Inquiries may be directed to Mary Gable, Assistant State Superintendent for Policy and Innovation, at [mary.gable@maryland.gov](mailto:mary.gable@maryland.gov).

The full text of the Equity Plan can be accessed at:

<http://www.marylandpublicschools.org/MSDE/divisions/leadership/docs/MarylandEquityPlan2015-070115.pdf>

### **Special Communication Bulletin**

In early August, the OTPE will publish a Special Edition Communication Bulletin to commemorate the conclusion of TPE with RTTT. Unlike prior publications, this Special Edition will feature the perspectives of those members of MSDE's TPE team who have conducted this work over the past five years. We anticipate this being a reflective document, highlighting both their experiences and their hopes for TPE going forward.

## **2014-2015 TPE Ratings Data Collection**

LEA data managers were reminded that 2014-15 Effectiveness Ratings Data Submissions for teacher evaluations were due to MSDE on July 15, 2015. Directions for submission can be found on page three of the Teacher and Principal Evaluation Manual that was distributed to LEA contacts in early June. Assistance can be obtained from Ben Goldberg at [benjamin.goldberg@maryland.gov](mailto:benjamin.goldberg@maryland.gov).

## **Proposed TPE Research Plan**

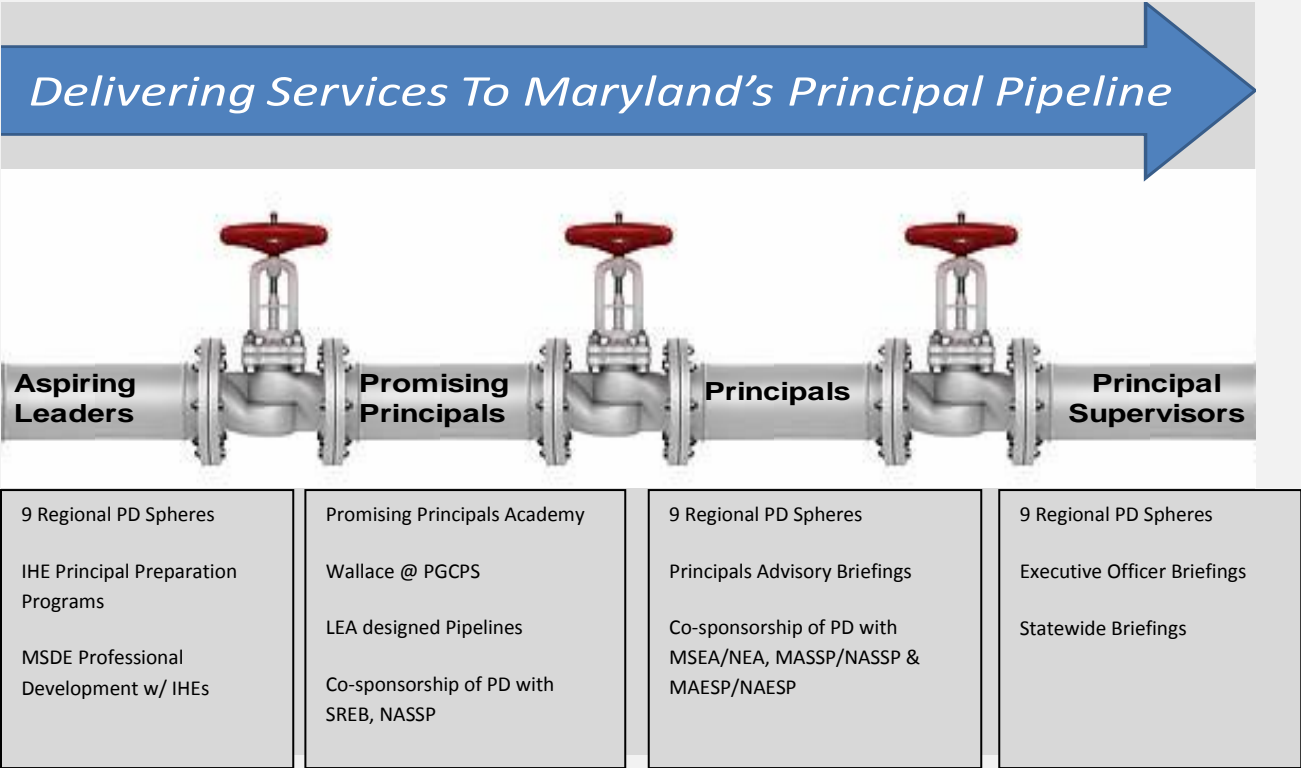
Analysis of the 2014-15 TPE data will occur in six segments during Fiscal Year (FY) 2015-16; beginning with data collection and integrity, and culminating with evaluation decisions in response to the study of the data. The research will be conducted in partnership with LEA teams similar to those that functioned during the formative stages of evaluation models in SY 2012-13. A determination of how decisions will be made, what data will be acceptable, and who is most qualified to interpret and make determinations will be established in fall 2015. This will again be a transparent process with multiple stakeholders and balanced attention to developmental outcomes and accountability.

Research Priority #1 : Summer Data Collection and Collation	By each of the noted dates, all of the LEA data submissions would be accomplished and positioned for analysis and reporting	August 15, 2015 – Teachers; September 15, 2015 – Principals
Research Priority #2 : Fall Ratings Analysis & Findings	Annual report of findings from 2014-15 TPE Data Submissions would be finalized along with presentation materials and communication documents for public release at the October 2015 Maryland State Board of Education (MSBE) meeting	October 15, 2015
Research Priority #3 : Component Analysis & Findings	Annual report of findings from 2014-215 TPE Component Measures would be finalized along with presentation materials and communication documents for public release at the January 2016 MSBE meeting	December 15, 2015
Research Priority #4 : Test Translation & MTAI Reconstruction	Analysis and reporting of findings on the translation of PARCC data and TPE. Analysis of a new calculation method for measuring student growth with PARCC data along with possible translation methodologies for consideration and determination by MSDE. Findings must be completed to allow for a determination of how testing would figure into the TPE Framework for reporting at the February 2016 MSBE meeting	February 15, 2016
Research Priority #5 : Model Analysis & Determinations	Technical assistance to LEAs to support local TPE interests in the study of local models and determinations of changes to local models. Guidance provided in response to changes to the State Framework. Revised local models will be submitted to MSDE for approval in May 2016	April 15, 2016
Research Priority #6: Comprehensive Findings & Recommendations Report	A complete reporting of the two-year process to bridge the gap in test measures, the redefining of the State's Accountability Measure, the re-calculation of Student Growth, the re-application of test scores to evaluation, and the proclamation of findings and frameworks going forward	June 15, 2016

**OTPE Service Delivery Plan**

**Principals, Principal Supervisors, Teachers, and LEAs:**

Each year the complexities of developing the professional development calendar for services related to Teacher and Principal Evaluation increases and our ability to coordinate services with LEA calendars requires information sooner rather than later. Our calendar must be sensitive to LEA operational calendars, comprehensive in design, and constructed in response to feedback received from last year’s participants. It is our intent to hold true to this plan for the next year, and in return for LEAs’ time and consideration to integrate our work with their work, the OTPE will minimize inconvenience, unnecessary demands, or requests outside the scope of this calendar. The following graphic, “Delivering Services to Maryland’s Principal Pipeline,” depicts the means by which information, content, and practice will be translated to Aspiring Leaders, Promising Principals, Principals, and Supervisors of Principals.



A complete copy of the OTPE Strategic Plan for the Delivery of Services SY 2015-16 can be accessed at:  
<http://marylandpublicschools.org/MSDE/programs/tpe/docs/OTPE-StrategicPlan-SY15-16.pdf>

The plan identifies the types of meetings or professional development that will be conducted to convey information or content, along with the participants, dates, and locations at this point in time. It also includes the projected publication dates for our Communication Bulletins. Meetings related to the analysis of and reaction to TPE Model performance will be determined after year two data is in hand and once a review process is established. The graphic on page seven of the Service Delivery Plan demonstrates the sequencing of meetings and professional development to deliver information in a respectful and timely fashion, and to provide ongoing content related to Student Learning Objectives, Professional Practice, and Evaluator Proficiencies. Where possible, the Office of Teacher and Principal Evaluation (OTPE) will utilize MSDE’s new WebEx tool to supplement its delivery of information and content via video conferencing.

Based on LEA feedback, three primary threads will run throughout the year within the Professional Development Sphere Convenings: (1) Student Learning Objectives, (2) Professional Practice, and (3) Evaluator Proficiency. Content within each thread will be formatted as follows:

	Fall Sessions (3 Full Day)	Winter Sessions (3 Short Day)	Spring Sessions (3 Full Day)
<b>Threads</b>	<b><u>Whole Group: Strengthening SLOs</u></b>	<b><u>Whole Group: Strengthening Assessment</u></b>	<b><u>Whole Group: Strengthening Equity</u></b>
<b>SLOs</b>	Perfecting SLOs: Content & Construct	Assessment Literacy	Special Ed. & SLOs
<b>Professional Practice</b>	Professional Practice – Observation	Professional Practice – Quality Feedback	Evaluation to Drive Professional Development
<b>Evaluator Proficiency</b>	Aligning SLOs to Improve Student Performance	Studying and Using EE Ratings Data	Assuring Equity
<b>Capacity Building</b>	Action Planning	Mid-year Pulse Check	Annual Progress and Target Setting for SY 2016-17

We realize that no plan is perfect or all-inclusive of every contingency. It is our hope that this Service Delivery Plan will continue to build the capacity and common language of educators in public and higher education across Maryland.

#### Promising Principals:



The second year of Maryland's Promising Principals Academy commenced on July 27, 2015 and will run until April 26, 2016. This year's program has been developed in response to feedback from last year's participants, the interests of superintendents, and the emerging, contemporary needs of next generation principals. This year's Academy includes participants from all 24 LEAs and the SEED school. Drawing from national, state, and local expertise, content is organized across five Academy convenings and continuous electronic networking facilitated by successful coaches.

7/27	7/28	7/29	7/30	9/28	9/29
OTPE Staff	Human Synergistics	Apple	NASSP	National Expert	CTAC
Program Overview	Team Building	21 <sup>st</sup> Century Networking Skills	Skills for Successful School Leaders	Managing Change and Turbulence	Applying SLOs in Practice
Knowing Yourself	Problem Solving	Vision, Mission and Goals	Motivation		
Being Coached and Coaching Others					



The chart to the right outlines the sequencing of topics that will be pursued with participants in this year's Academy. It is important to note that these skills are transportable within and across any school or LEA.

12/7	12/8	3/7	3/8	4/25	4/26
KiThoughtbridge	State Expert Tim Tooten	State Expert Jamie Cannon	State Experts	Local Experts	OTPE Staff
Negotiating Win-Win Solutions	Effective Communications	Legal Issues	Superintendents Plenary	Managerial Issues	Reflection and Review
		Real Scenarios		Cohort Challenge	Celebration

The following excerpt is taken from a recent MSDE press release about the Promising Principals Academy:

## **PROMISING PRINCIPALS ACADEMY TO BUILD SCHOOL LEADERSHIP**

### ***SECOND ACADEMY WILL BRING EMERGING LEADERS TO ANNAPOLIS FOR INTENSIVE PROFESSIONAL DEVELOPMENT***

**BALTIMORE (July 23, 2015)** -- A new generation of Maryland school leaders is converging on Annapolis next week for Maryland's second Promising Principals Academy.

The Academy, a unique effort by the Maryland State Department of Education to prepare a new cadre of principals, is building on the success of its first year. Research has repeatedly shown that an effective principal is the key to a successful school.

More than a dozen educators included in the Promising Principals Academy's initial cohort have already been promoted.

"Maryland public school success is built on the foundation of strong school leadership," said Maryland State Superintendent Lillian M. Lowery. "This outstanding program provides training and year-round mentoring to support these women and men who are entering leadership roles. Our students are the beneficiaries."

Two participants from 23 of Maryland's 24 local school systems -- plus one participant from Kent County and another from the statewide SEED School -- are involved in this year's class. Participants were nominated by their local superintendent based on their leadership potential, interest, and current position. This summer conference—aligned to principal evaluation standards—marks the first time this cohort of promising principals has gathered as a whole. The group will hold four more convenings throughout the year, as well as online/digital coaching sessions.

The Office of Teacher and Principal Evaluation wishes each of the Academy participants a successful experience in SY 2015-16. To date, approximately one-third of last year's class have been promoted to principalships or district leadership positions.